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ABSTRACT

The Clearinghouse for Immigrant Education (CHIME) facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. This document contains four issues of "Selected Readings," a periodic publication that presents resources from the CHIME collection on a given subject. The 85 entries are grouped according to subject; are listed alphabetically by author; and include publishing date, title, journal or publisher, number of pages, an abstract, and ordering information. "Effective School/Family Interventions for Migrant Students" is broken down into the following subtopics: migrant students profile and educational barriers; school staff training and teaching strategies; and home/school partnerships. "Resources on School Restructuring: Admission and Placement" covers school admission, tracking, and ability grouping; alternatives to tracking and ability grouping; and special education. "Diversity in Early Childhood Education" includes the subtopics multicultural education; linguistic diversity and second language learning; developmentally appropriate practice--enhancing diversity; cultural diversity and parent/family involvement; and assessment and retention--working towards equity. "Parent Education and Parent Training" was designed for Mobilization for Equity partners and is divided into two sections. The first is aimed at parents, the second at project staff and administrators. Includes ordering information for those items available from CHIME. (TD)

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ED 403 084

Selected Readings from CHIME

Winter 1995

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Selected Readings from CHIME

Winter 1995

CHIME (Clearinghouse for Immigrant Education) facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. *Selected Readings* is a periodic publication that presents resources from the CHIME collection on a given subject. Ordering information is found on the last page. Please contact CHIME at 800-441-7192 for any further information.

Effective School/Family Interventions for Migrant Students

Compiled by Janet Blair and Leticia Ibarra

Migrant Students Profile and Educational Barriers

Atkin, S. Beth (1993). *Voices From the Field: Children of Migrant Farmworkers Tell Their Stories.* Boston: Little, Brown, and Company Inc. 96 pages. **L000773**

By using a unique combination of photographs, poetry, and first-person interviews, photojour-nalist Beth Atkin provides us with a series of evocative portraits that illustrate the wide range of issues faced by farmworking families. Atkin periodically frames the children's poems and stories with short paragraphs on topics related to migrant education such as child labor, high mobility, educational discrimination, and immigration issues. This is an excellent resource for sensitizing educators to cultural and economic issues. Educators can also use the book to encourage students to compose their own creative autobiographical papers and presentations. Available from Little, Brown, and Company Inc.; Attn: Distribution Center; 34 Beacon Street; Boston, MA 02108; (800) 750-0190.

BOCES Geneseo Migrant Center (1992). Migrant Portraits: Migrant Choices. *ERIC Digest,* 1-6. 6 pages. **L000781**

This publication offers a series of brief profiles on ten migrant students and the educational barriers that they faced. Each profile gives a sketch of their personal experience as a migrant worker and each of them explain to what or whom they attribute their success. They conclude their personal profiles with a brief message to today's migrant youth stressing the importance of education and career goals. This article could be useful for migrant educators who want to provide their students with role models who value education. Order from CHIME.

National Commission of Migrant Education (1992). *Invisible Children: A Portrait of Migrant Education in the United States.* Washington, DC: NCME. 111 pages. **L000786**

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Invisible Children is the culmination of a three year examination of the federal Migrant Education Program (MEP). It discusses the agricultural trends of the past 25 years and the demographic changes in the migrant community. The final chapter offers strategies for educators to encourage migrant parents' participation. In light of its findings, the commission recommends that legislative authorities make the federal funding of migrant programs a priority and work to better integrate and coordinate existing migrant services. Available from ERIC CRESS; Appalachia Educational Lab; P.O. Box 1348; Charleston, WV 24325; (800) 624-9120.

Trotter, Andrew (1992). Harvest of Dreams. *The American School Board Journal* 179(8), 14-19. 6 pages. **L000777**

In this informative article, Trotter describes the educational barriers encountered by migrant students and explains why migrant education programs are still falling short of fully serving this mobile population. He also reports on several pioneering programs which prove that migrant education can blossom. He urges school boards to take the lead in advocating for migrant students such as in allowing schools flexibility in enforcing rules that hit migrant students particularly hard or in involving migrant parents in school board activities. Order from CHIME.

School Staff Training and Teaching Strategies

Anderson, Donna J. and Ann Cranston-Gingras (1991). Sensitizing Counselors and Educators to Multicultural Issues: An Interactive Approach. *Journal of Counseling and Development* 70, 91-98. 8 pages. **L000775**

This article describes an innovative migrant education program in Florida. The Summer Institute on Migrant Education attempts to provide migrant youth with the opportunity to accrue academic credit toward graduation and to provide counselors and educators with a chance to learn more about migrant life through a cultural immersion experience. The authors indicate that at the end of the summer migrant students display more positive attitudes and increased motivation for academic achievement; and that educators exhibit an increased awareness of the special needs of migrant students. Order from CHIME.

Cranston-Gingras, Ann and Donna J. Anderson (1990). Reducing the Migrant Student Dropout Rate: The Role of the School Counselor. *The School Counselor* 38, 95-104. 10 pages. **L000780**

After providing counselors with an overview of the migrant student dropout rate and of the federally funded educational programs for migrant adolescents, the authors make a series of specific recommendations on how to meet the unique needs of this population. For instance, counselors are encouraged to assist migrant students by monitoring absences, providing prescheduling opportunities each semester, and helping students with career goals and education plans. Order from CHIME.

Eastern Stream Center on Resources and Training (1993). *Help! They Don't Speak English: Starter Kit for Primary Teachers.* Oneonta, NY: The Eastern Stream on Resources and Training. 140 pages. **L000684**

Help! They Don't Speak English is an excellent introduction for teachers to what they need to know to work with migrant children. The objectives of the series (L000684-L000688) are to prepare teachers to help students attain English proficiency; help LEP students take pride in their academic achievements; foster self-esteem; and understand and appreciate students' cultural backgrounds. In addition, all the guides in the series include information on

assessing and evaluating students' needs and progress; tips on encouraging parent involvement; additional readings on types of English as a Second Language (ESL) programs; and ESL teacher education. The *Starter Kit for Primary Teachers* by ESCORT is geared towards teachers of children in kindergarten through second grade. It describes children's language acquisition process and discusses useful teaching techniques like the whole language approach and the total physical response. In addition, the guide emphasizes the dangers of grade retention, as is a common problem for migrant students at the end of kindergarten. Order from CHIME.

ESCORT (1993). *Help! They Don't Speak English: Starter Kit for Elementary Teachers*. Oneonta, NY: The Eastern Stream on Resources and Training. 164 pages. **L000686**

The *Starter Kit for Elementary Teachers* by ESCORT is geared towards teachers of students third grade and up. It looks at literacy development in-depth and provides suggestions for how to teach English within content area classes like science and social studies. Like all the volumes in the series, this volume also includes the topics outlined in the previous abstract. Order from CHIME.

ESCORT (1993). *Help! They Don't Speak English: Starter Kit for Teachers of Young Adults*. Oneonta, NY: The Eastern Stream on Resources and Training. 185 pages. **L000687**

The *Starter Kit for Teachers of Young Adults* is an excellent introduction for teachers to what they need to know to work with migrant adolescents or adults in need of survival English and literacy skills. The guide introduces teachers to adult language acquisition processes and provides curriculum and materials for teaching survival English on topics ranging from banking and paying bills to emergency and personal information. Order from CHIME.

ESCORT (1993). *Help! They Don't Speak English: Starter Kit for Administrators*. Oneonta, NY: The Eastern Stream on Resources and Training. 114 pages. **L000688**

This guide by ESCORT is geared towards administrators in schools with migrant students whose educations might be sporadic and incomplete. The *Starter Kit for Administrators* introduces administrators to their responsibilities as school managers, by discussing their role in placing and facilitating students entrance into the classroom. Principals are also shown ways to assist teachers in providing the education LEP students are entitled to. Order from CHIME.

Home/School Partnerships

BOCES Geneseo Migrant Center (1992). This Page for Parents: Educational Clip Sheets for Parents. *Eric Digest* 1-36. 36 pages. **L000782**

This parent guide consists of 14 separate one-page informational sheets which provide education on various topics for migrant parents. The topics covered in these bilingual guides include: an overview of the Migrant Student Record Transfer System (MSRTS), a list of parents' rights and responsibilities, steps for enrolling children in a new school system, and advice on helping students prepare for college. These parent education materials are an excellent way for teachers to reach out to migrant parents and encourage their involvement in their child's education. Order from CHIME.

ESCORT (1987). *A Guide for Parents About Retention and Promotion Una[Un] Guia Para Los Padres Sobre Retención y Promoción*. Oneonta, NY: The Eastern Stream on Resources and Training. 4 pages. **L000739**

In this brief guide, ESCORT provides facts for parents regarding grade repetition or retention, and promotion and answers parents' frequent questions. ESCORT underscores the necessity for parents to be aware that being kept back a grade and/or being older than classmates increases the likelihood that their child will dropout, especially since right now 50% of migrant students are retained. The guide also gives parents tips as to what they can do and as to what questions they should ask schools which can help them support their children throughout the year and guard against the possibility of retention. Order from CHIME.

Salerno, Anne and Mary Fink (1992). *Home School Partnerships: Migrant Parent Involvement Report.* Geneseo, NY: BOCES Geneseo Migrant Center. 22 pages. **L000431**

This report addresses methods of promoting greater parental involvement in the education of children from migrant families. It emphasizes successful results from engaging parents in the educational process, especially in cases where there has been little precedent for parental involvement. Order from CHIME.

Salerno, Anne and Mary Fink (1992). *Promising Practices for Home School Partnerships.* Geneseo, NY: BOCES Geneseo Migrant Center. 50 pages. **L000331**

This document consists of brief descriptions of sixteen successful parental involvement programs intended to service migrant parents and their children. Each description includes a summary of instructional and support services offered and miscellaneous information, such as eligibility for the program, funding, recruitment methods, and the contact person/agency. Although there is no in-depth analysis of migrant educational needs, this booklet does provide unique and effective approaches to improving achievement of migrant students. Order from CHIME.

Chavkin, Nancy Feyl (1991). Family Lives and Parental Involvement in Migrant Students' Education. *Eric Digest* May 1991. 2 pages. **L000774**

This *Eric Digest* gives a brief profile of the migrant family and focuses on the importance of migrant parental involvement in education. Parent participation is often difficult to achieve because of economic hardships and language barriers. This digest emphasizes that understanding migrant family lives and reaching out to parents, educators can have a profound effect on migrant students' educational achievement. Available from ERIC/CRESS, Appalachia Educational Lab, P O. Box 1348, Charleston, WV 25325; (800) 624-9120.

CHIME (Clearinghouse for Immigrant Education)
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Selected Readings from CHIME

In conjunction with the Good Common School Project
Winter 1995

The Good Common School Project addresses the need for fundamental school reform. It defines ten critical student entitlements that will make schools more responsive to the needs of all students. CHIME (Clearinghouse for Immigrant Education) facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. *Selected Readings* is a periodic publication that presents resources from the CHIME collection on a given subject. Ordering information is found on the last page. Please contact CHIME at 800-441-7192 for any further information.

Resources on School Restructuring: Admission and Placement

Compiled by Gillian Cohen and Leticia Ibarra

Children are entitled to learn in an integrated, heterogeneous setting responsive to different learning styles and abilities.

School Admission, Tracking and Ability Grouping

Braddock, Jomills H. II (1990). *Tracking: The Implications for Student Race-Ethnic Subgroups.* Baltimore: Center for Research on Effective Schooling For Disadvantaged Students, Report 1. 22 pages. **L000412**

This study analyzes data from multiple national representative samples to describe the status of curriculum tracking and ability grouping in middle and high schools. It also analyzes the effects of tracking on African American, Latino, Native American, Asian American, and White students. The author suggests a few alternatives to tracking and ability grouping such as cooperative learning instructional methods. Order from CHIME.

Dentzer, Emily and Anne Wheelock (1990). *Locked In/Locked Out: Tracking and Placement Practices in Boston Public Schools.* Boston: Massachusetts Advocacy Center. 198 pages. **L000823**

This report is an in-depth analysis of tracking and placement practices in the Boston Public Schools. The research covers issues of mainstreaming both special needs and bilingual or limited English speaking students. Included in the report are student voices which poignantly emphasize the negative and far reaching effects tracking and placement practices have on students' self-esteem and ultimately, life achievement. Order from CHIME.

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Gamoran, Adam (1992). Is Ability Grouping Equitable? *Educational Leadership,* 50(2), 11-17. 7 pages. **L000748**

The most common practices for dealing with student differences are ability grouping and tracking. But in recent years, research has questioned their equitability. Gamoran contends that "to reduce inequality, we should decrease the use of both practices, and, where ability grouping is retained, improve its use." Through a review of literature on ability grouping and tracking, Gamoran supports his views and recommendations. Order from CHIME.

Moore, Donald M. and Suzanne Davenport (1988). *Questioning the New Improved Sorting Machine.* Chicago: Designs for Change. **L000662**

This report summarizes a two year study of student placement and labeling in four large school systems: Boston, Chicago, Philadelphia, and New York. The study focused on admissions to high school, tracking and grouping within the high school, and promotion and retention from grade to grade, which are key systems for placing and labeling students. This led to some dismaying results. For example, the study found that most urban systems have high drop-out rates and low academic achievement and that the sorting practices examined adversely impact students considered "at risk." Order from CHIME.

Alternatives to Tracking and Ability Grouping

Ascher, Carol and Gary Burnett (1993). *Current Trends in Urban Education, 1993.* New York: ERIC Clearinghouse on Urban Education. 82 pages. **L000737**

Ascher and Burnett review current research on the methods schools have chosen to meet their future plans and the needs of a diverse student population. The authors discuss the implications of new trends towards more inclusive models of education, an approach which abandons the "deficit model" and no longer views students as needing remediation. These new school practices, which accommodate children's diverse learning styles and cultures, include detracking and heterogeneous grouping. Available from ERIC/CUE; Institute for Urban and Minority Education; Box 40, Teachers College; Columbia University; New York, NY 10027.

Cohen, Elizabeth G. (1994). *Designing Groupwork: Strategies for the Heterogeneous Classroom.* New York: Teachers College Press. 110 pages. **L000771**

Cohen illustrates that groupwork may aid teachers in addressing the issue of student diversity, both in academic performance and ethnicity. She delineates the process of planning and evaluating groupwork and facilitates the teacher's transition from lecturer to delegator of authority. In addition, Cohen addresses the issues of raising expectations for all students, and developing students' critical thinking skills and their ability to interact with all types of learners. Groupwork's applicability to the bilingual classroom is also discussed. Available from Teacher College Press; 1234 Amsterdam Avenue; New York, NY 10027.

Educational Research Service (1990). *What We Know About: Cooperative Learning.* Arlington, VA: Educational Research Service. 32 pages. **L000778**

This publication discusses instructional methods that promote learning through student cooperation. It is designed to help those who are considering the use of cooperative learning techniques to improve student achievement and attitudes. ERS discusses the effectiveness and limitations of cooperative learning as it relates to academic achievement, ethnic relations, mainstreaming, and student self-esteem. The roles of teachers, students, administrators, and parents in the successful implementation of this practice are also discussed. Available from Educational Research Service; 2000 Claredon Blvd.; Arlington, VA 22201.

Oakes, Jeannie and Martin Lipton (1992). Detracking Schools: Early Lessons From the Field. *Phi Beta Kappan,* 73(6), 448-454. 7 pages. **L000770**

While there has yet to be a comprehensive study on detracking, personal anecdotes and analysis by those engaged in detracking projects provide a useful lesson to educators and policy makers who are contemplating detracking. This lesson is that a culture of detracking is more important than the specific alternative or implementation strategy chosen. The authors depict the commonalities that exist in the cultures of schools that detrack successfully. For instance, successfully detracking schools engage in a process of inquiry and experimentation that is idiosyncratic, opportunistic, democratic, and politically sensitive. Order from CHIME.

Slavin, Robert E. (1987). Ability Grouping and Its Alternatives: Must We Track? *American Educator,* 2, 32-36 & 47-48. 7 pages. **L000609**

Robert Slavin describes and evaluates different methods of ability grouping as well as promising alternatives to the practice. He urges broader use of grouping strategies that view student heterogeneity as a resource rather than a liability. This article should be of interest to educators, parents, and others concerned with grouping strategies for instruction and their effects on student achievement and self-esteem. Order from CHIME.

Slavin, Robert E. (1987). Cooperative Learning: Where Behavioral and Humanistic Approaches to Classroom Motivation Meet. *Elementary School Journal,* 88(1), 29-37. 5 pages. **L000738**

Slavin supports cooperative learning as an effective instructional technique. He approaches his arguments from both behavioral and humanistic perspectives on learning. Slavin contends that in the most successful cooperative learning situations students are rewarded for their individual contribution to the group, and the group applies social sanctions to each other to succeed academically. Furthermore, cooperative learning has been shown to have positive effects on race relations, attitudes towards each other's differences, self-esteem, and other non-academic outcomes. Available from The University of Chicago Press; 5801 Ellis Ave.; Chicago, IL 60637.

Wheelock, Anne (1992). *Crossing the Tracks: How "Untracking" Can Save America's Schools.* New York: The New Press. 325 pages. **L000877**

Crossing the Tracks is an attempt to understand and share insights about the process of untracking that is now underway in some U.S. schools. The book begins to fill in gaps in our knowledge about alternatives to tracking and ability grouping in public schools. It addresses questions like: Why is there a need for untracking schools now? or What are the necessary conditions for supporting untracking efforts? This engaging book should provide both inspiration and sobering insight to individuals associated with schools that are considering untracking. Available from W.W. Norton & Company; c/o National Book Company; 800 Keystone Industrial Park; Scranton, PA 18512.

Wheelock, Anne (1993). From Tracking to Untracking in the Middle Grades. *Equity and Choice,* 9(2), 44-50. 7 pages. **L000772**

Anne Wheelock discusses the advantages of the organizational changes that occur when schools untrack. She convincingly argues for the advantages of untracking citing examples from middle schools that have successfully untracked, both in positively changing teacher and student attitudes and behavior, and in improving academic achievement in all students. The author also addresses the inevitable result of thinking about tracking or untracking, public policy or educational reform. Available from *Equity and Choice*; Corwin Press, Inc.; 2455 Teller Rd.; Thousand Oaks, CA 91320.

Special Education

Autin, Diana MTK, Emily Dentzer, and Briar McNutt (1992). *Segregated and Second-Rate: "Special" Education in New York.* New York: Advocates for Children of New York, Inc. 132 pages. **L000604**

In this report, Advocates for Children of New York, Inc. (AFC) focuses on the racially segregated and deficient nature of the "special" education system in New York. AFC also offers recommendations for providing more inclusive, effective education for all children. Finally, this report includes an appendix listing the legal responsibilities of special education teachers and administrators. Order from CHIME.

Gersten, Russell and John Woodward (1994). The Language Minority Student and Special Education: Issues, Trends, and Paradoxes. *Exceptional Children,* 60(4), 310-322. 6 pages. **L000748**

The authors describe the paradox present, now, in the coexistence of overrepresentation and underrepresentation of linguistic minorities (LEP) in special education. Underrepresentation occurs when teachers prompted by fear of law suits do not refer LEP students truly in need of special support services. However, the authors present several reasons for overrepresentation, like teacher inability to adjust to a linguistically diverse student population. They also note that it is unclear how helpful special education can be to LEP students because very few educators are bilingual and have not been trained in special language techniques. Order from CHIME.

Harry, Beth (1992). Making Sense of Disability: Puerto Rican Parents' Theories of the Problem. *Exceptional Children,* 59(1), 27-40. 14 pages. **L000389**

Much controversy surrounds the labeling process within educational settings in relation to underachieving students. This article focuses on two critical findings from research related to the issue of labeling: How the meaning of the term "disability" differed along cultural lines and how the theories of Puerto Rican parents of "labeled" students explained their children's difficulties as not located in the children. The authors suggest that professionals in special education utilize a more holistic, culturally relevant approach to education and diagnosis of disabilities, and that they include parents in the decision making process. Order from CHIME.

Harry, Beth (1992). Restructuring the Participation of African-American Parents in Special Education. *Exceptional Children,* 59(2), 123-131. 5 pages. **L000389**

Beth Harry examines the interactions between African American parents of students with special needs and special education professionals. She reviews current research on these interactions, the beliefs that underlie them, and proposals for changing the relationship to empower parents. Order from CHIME.

Henry, Nick A. and E. Sutton Flynt (1990). Rethinking Special Education Referral: A Procedural Model. *Intervention in School and Clinic,* 26(1), 22-24. 3 pages. **L000757**

The authors argue that in schools today, a mainstream teacher's referral of a student to special education is tantamount to that student's placement in special education. Often teachers recommend students with any difficulty towards learning in the regular classroom, instead of students with lifelong disabilities who are really in need of special services. To avoid unnecessarily high case loads in special education, Henry and Flynt suggest a 13-step procedural model formalizing the referral and placement procedure. Order from CHIME.

Schattman, Richard and Jeff Benay (1992). Inclusive Practices Transform Special Education. *School Administrator,* 49(2), 8-12. 5 pages. **L000788**

Since the *Brown v. Board* decision rendered segregated schools illegal, special education activists have been pushing to bring special education into full contact with mainstream students. In this article, the authors review the history of special education reform, discuss some of the best practices, and look at the organizational structures of some of the most exemplary special education programs in the country. They argue that inclusive practices can have multiple benefits for the whole school's mission and for all involved. Order from CHIME.

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Diversity in Early Childhood Education

Compiled by Karen L. Hartke

Multicultural Education

Brunson Phillips, Carol (1988). Nurturing Diversity for Today's Children and Tomorrow's Leaders. *Young Children* (January), 42-47. 6 pages. **L000120**

Carol Brunson Phillips challenges the assumption that multicultural education, as presently formulated as learning about different cultures, adequately addresses the problem of social inequality in the United States. Neither culture, difference, nor diversity are the root problems of social inequality in the U.S. The problem lies in the response to culture, the response to diversity, and the response to difference. She argues that racism, oppression, and victimization can never be changed by learning about culture. Phillips calls for transforming multicultural education into an anti-racist and anti-bias approaches. Order from CHIME.

Derman-Sparks, Louise (1989). How Well Are We Nurturing Racial and Ethnic Diversity? *CAEYC Connections* 18(1), 3-5. 3 pages. **L000125**

This article analyzes the effectiveness of common teaching methods and curriculum in fostering racial and ethnic diversity in the classroom. The author categorizes problematic curriculum into three major types: Dominant Culture-Centered, Color-Denial, and Tourist-Multicultural Curriculum. Following each curriculum description are examples illustrating how cultural insensitivity manifests in the classroom. The author concludes with concrete suggestions on the ways to address cultural insensitivity and to promote multiculturalism. Order from CHIME.

Derman-Sparks, Louise and the A.B.C. Task Force (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: The National Association for the Education of Young Children. 149 pages. **L000080**

Children develop an awareness of and attitudes towards race, gender, disabilities, and other differences at a very young age. Derman-Sparks argues that early childhood educators have a responsibility to help young children develop a knowledgeable, confident sense of self, critical

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thinking skills to challenge injustice, and a comfort with and positive attitude towards diversity. This book outlines the principles and methodologies of an anti-bias approach, providing teachers with ideas and activities so they can re-create an anti-bias curriculum appropriate to their specific classroom. Order from National Association for the Education of Young Children; 1834 Connecticut Avenue, NW; Washington, DC 20009; (202) 232-8777.

Harris, Violet J. Multicultural Curriculum: African American Children's Literature. *Young Children,*(January) 1991: 37-44. **L000140**

This article highlights the importance of African American children's literature as an educational and socialization agent for all children. Harrows stresses the importance of developing culturally-conscious literature which draws on authentic portrayals of African Americans. The article includes literature references for African-American children's books and a list of publishers that support culturally-conscious literature. Available from CHIME.

McLean, S. Vianne (1990). Early Childhood Teachers in Multicultural Settings. *The Educational Forum* 54(2), 197-204. 8 pages. **L000032**

Arguing that educational practice is inextricably tied to teachers' personal and cultural beliefs, the article attempts to understand the role of belief systems in curricular decision making. The author investigates several different teacher approaches to multicultural education in early childhood settings. The article shows how a responsive approach is found in teachers who "focus on self" and become "committed reflectors" who critically examine the cultural attitudes hidden in their curricula. Order from CHIME.

Olsen, Laurie and Nina Mullen (1990) Stopping Bias in its Tracks. In *California Perspectives: An Anthology from the Immigrant Students Project,* edited by JoAnn Cabello. California: California Tomorrow, 1990. 9 pages. **L000515.**

This article describes the process through which child care teachers are sensitized to issues of prejudice and bias, both personal and systemic, in a course named Anti-Bias Curriculum, taught at Cabrillo Community College in California. Taught to a myriad of early childhood professionals, the course consists of several excercises which encourage students to examine their own bias and to understand the messages that young children receive from the world around them. The basic premise is that young children absorb society's spoken and unspoken biases, and therefore, professionals are encouraged to think of creative ways to change combat prejudice and bias. Order from CHIME.

Olsen, Laurie and Nina Mullen (1990). *Embracing Diversity: Teachers' Voices From California's Classroom.* California: California Tomorrow. 120 pages. **L000097**

Embracing Diversity seeks to understand the challenges for teachers in celebrating the cultures of all children, meeting their needs, and creating a sense of unity in the classroom. Thirty-six teachers from California who teach classes with both US-born and immigrant students talk about creating a classroom climate supportive of diversity, integrating multicultural education across the curriculum, the challenge of bilingual education, and sustaining motivation for teaching. Order from California Tomorrow; Fort Mason Center Building B; San Francisco, CA 94123.

Linguistic Diversity and Second Language Learning

Eastern Stream Center on Resources and Training (ESCORT), (1993). *Help! They Don't Speak English, Starter Kits for Primary School Teachers, Elementary Teachers, Teachers of Young Adults and Principals.* Oneonta, NY: the Eastern Stream Center on Resources and Training. 114-185 pages. **L000684, L000686, L000687, and L000688**

"Help! They Don't Speak English, Starter Kits" are a series of four resource manuals for teachers of limited English proficient (LEP) children, teens and adults. The guides are geared towards migrant students whose education might have been sporadic and incomplete. All of the guides introduce readers to the immediate needs and cultural backgrounds of students entering their classes. They discuss assessment, placement and evaluation of students, and effective outreach to parents. They also each provide lists of resource people and additional readings. The guide for primary teachers examines techniques for teaching reading and basic mathematics, and emphasizes the dangers of grade retention. The elementary school teachers' guide looks at literacy development and teaching language in content-area classrooms (ie,math classes, science classes.) The manual for teachers of young adults focuses on development of survival English and literacy for everyday life. And the guide for principals familiarizes them with their role in facilitating LEP students' learning and students' legal rights. Order from ESCORT; Bugbee Hall; Room 305; Oneonta, NY 13820; 1 (800) 451-8058.

Fillmore, Lily Wong. When Learning a Second Language Means Losing the First. *Early Childhood Research Quarterly*, 6(3), 323-347. California: University of California. **L000387**

This paper is the result of an extensive nationwide project that examined language maintenance in early education programs. Fillmore argues that the loss of a child's primary language, as a result of immersion into all English programs, can be damaging to family relationships. The findings suggest that when children learn a second language at the expense of their own, that communication between parents and children becomes problematic, which can have long term effects on family structures. Order from Department of Education, University of California Berkeley, Berkeley, CA 94720.

Nai-Lin Chang, Hedy & California Tomorrow (1993). *Affirming Children's Roots: Cultural and Linguistic Diversity in Early Care and Education.* San Francisco: California Tomorrow. 102 pages. **L000702**

This California Tomorrow report explores the challenges faced by early care and education. Their survey results indicate that cultural and linguistic diversity are the norm for child care centers across the state of California. The authors underscore the importance of culturally, linguistically, and developmentally appropriate early child care and education by referring to relevant research and literature. They specifically aim to introduce practitioners and policy makers to the growing body of research about appropriate care. Order from CHIME.

Soto, Lourdes Diaz (1991). Understanding Bilingual/Bicultural Young Children. *Young Children*, 6(2, 30-36. 7 pages. **L000704**

This literature review examines demographic and educational trends pointing to the growing numbers of bilingual/bicultural children in America today, and examines the misconceptions about young children learning a second language. Successful early childhood bilingual programming and practical applications of research is discussed, as well as the heavy impact of teachers attitude and knowledge base in setting educational goals of acceptance and appreciation of diversity. Order from CHIME.

Developmentally Appropriate Practice - Enhancing Diversity

Darling-Hammond, Linda (1992). *Standards of Practice For Learner-Centered Schools.* New York: National Center for Restructuring Education, Schools, & Teaching. 38 pages. **L000719**

A major goal of the New York State Department of Education (NYSDE) is to "support schools that will encourage *all* students to construct, integrate, and apply their knowledge; solve problems; create; produce; think critically; and invent solutions to the unforeseeable problems that will confront them in the complex world of tomorrow." In this document, Linda Darling-Hammond outlines standards for educational outcomes, school practices, and educational assessment that can allow such schools to become the norm, rather than the exception to the rule. Order from CHIME.

Gullo, Dominic F. (1992). *Developmentally Appropriate Teaching in Early Childhood.* Washington, DC: National Education Association. 96 pages. **L000685**

In this book, Gullo explores early childhood education using research that has proven that children learn best when teaching methods and materials best meet the children's chronological and cognitive stage of development. Gullo examines children's thinking, the classroom environment, responsive and flexible teaching methods, and parent participation. In addition, Gullo discusses the evaluation and development of developmentally appropriate curriculum. Order from National Education Association; P.O. Box 509; West Haven, CT 06516; (800) 229-4200.

Kostelnik, Marjorie J. (1993). Developmentally Appropriate Programs. *ERIC Digest,* July 1993. 2 pages. **L000701**

This paper aims to debunk the myths surrounding developmentally appropriate practices (DAP) or programs and to outline what constitutes DAP. One myth states that DAP is inappropriate for culturally diverse groups, for children of varying socioeconomic backgrounds, or for children with special needs. Kostelnik contends that the principles guiding developmentally appropriate programs are universally applicable. She also highlights the importance of treating children as individuals, by recognizing their changing capabilities, their culture, past experiences, and current circumstances. Order from CHIME.

Lazear, David (1994). *Seven Pathways of Learning: Teaching Students And Parents About Multiple Intelligences.* Tucson, AZ: Zephyr Press. 230 pages. **L000743**

This book is David Lazear's third book of a series on multiple intelligences (MI). While defining the MI areas-- verbal, visual, rhythmic, logical/mathematical, kinesthetic, intrapersonal, and interpersonal--(as conceived by Howard Gardner), Lazear provides many examples and exercises that educators and parents can utilize. He pays special attention to the developmental appropriateness of MI instruction by distinguishing between activities geared toward elementary, middle, and secondary students. The Multiple Intelligence theory acknowledges children's diverse learning styles and varied repertoire of skills and encourages schools to do the same. This book is well organized, clear, and easy to follow. Order from Zephyr Press; P.O. Box 66006-W; Tucson, AZ 85728-6006; (602) 322-5090.

Means, Barbara and Michael S. Knapp (1991). Cognitive Approaches to Teaching Advanced Skills to Educationally Disadvantaged Students. *Phi Beta Kappan* 73(4), 282-289. 8 pages. **L000722**

This article asks readers to discard assumptions of skill hierarchies: that children need to acquire basic skills before attempting to master higher order thinking skills, usually reserved for gifted students. The authors review cognitive research that presents evidence that students regarded as educationally disadvantaged can profit from instruction in comprehension, composition, and mathematical reasoning from the very beginning of their education. Order from CHIME.

National Association for the Education of Young Children (1988). NAEYC Position Statement on Developmentally Appropriate Practice in the Primary Grades, Serving 5- Through 8-Year-Olds. *Young Children* 43(1), 64-84. 21 pages. **L000716**

NAEYC believes that the extent to which the curriculum and instructional methods are developmentally appropriate for children 5 through 8 years of age is an index of the quality of primary education. This position statement describes both developmentally appropriate and inappropriate practices in the primary grades. The major areas of focus are teaching strategies and the integrated curriculum. NAEYC recognizes that the most effective teaching practices are those that guide children's learning and are not limited to seat work and textbooks. Order from CHIME.

NAEYC (1989). *Appropriate Education in the Primary Grades.* Washington, DC: National Association for the Education of Young Children. 24 pages. **L000518**

This pamphlet outlines the NAEYC's position on appropriate and inappropriate practices in the primary grades. Curricular, instructional, and assessment practices are reviewed and recommendations are made. NAEYC believes that appropriate practices or recommendations should enhance children's knowledge and skills using stimulating, holistic methods that take into consideration the physical, social, emotional, and intellectual needs of *every* child. Order pamphlets from NAEYC; 1509 16th Street, NW; Washington, DC 20036; (800) 424-2460.

NAEYC and the National Association of Early Childhood Specialist in State Departments of Education (NAECS/SDE) (1991). Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8. *Annual Editions (1992/93)* Article 18, 86-94. 9 pages. **L000715**

In this position statement, the NAEYC and the NAECS/SDE guide teachers and supervisors to make informed decisions about appropriate curriculum content and assessment, and to evaluate existing curriculum and assessment practices. They advocate for more approaches that take into consideration the child's background, abilities, and existing knowledge. Order from Dushkin Publishing Group; Luice Dock; Guilford, CT 06437; (203) 453-4351.

Schweinhart, Lawrence J. and Charles F. Hohmann (1992). The High/Scope K-3 Curriculum: A New Approach. *Principal* 71(5), 16, 18-19. 3 pages. **L000732**

This article evaluates the High/Scope K-3 curriculum. The High/Scope K-3 curriculum differs from typical teacher-directed instruction and other child-centered curricula because it emphasizes the child as a self-initiating, active learner and uses cognitive development theory to stress problem solving and independent thinking. Furthermore, because findings indicate that High/Scope children scored better on achievement tests than they would have in regular classes, the High/Scope K-3 curriculum assuages the worries many have about developmentally appropriate practices' ability to meet those standardized measures. Order from CHIME

Cultural Diversity and Parent/Family Involvement

Fillmore, Lily Wong (1990). Latino Families and the Schools. In *California Perspectives: An Anthology from the Immigrant Students Project,* edited by JoAnn Cabello. California: California Tomorrow, 1990. 8 pages. **L000051.**

In this review of four early childhood programs that use the Montessori method of teaching, Fillmore argues that the programs are successful with Latino children because the curriculum is relevant to the children's lives. The author suggests that false assumptions about Latino families' interest and ability to advance their children's learning frequently causes educators to treat Latino children differently than their peers. She argues against these assumptions and encourages programs to consider appropriate developmental education for all students. Order from CHIME.

Fruchter, Norm, Anne Galletta, and J. Lynne White (1992). *New Directions in Parent Involvement.* Washington, DC: Academy for Educational Development, Inc. 131 pages. **L000617**

This book identifies four current approaches to effective parent participation in schools: programs assisting parents of preschool children, programs involving parents in their children's education at home and school, school improvement programs, and governance reforms. After an historical overview of parent involvement since 1945 to provide a social context for current reforms, the book explores 18 successful programs. Available from Academy for Educational Development, 1255 23rd Street NW, Washington DC 20037.

Morrow, Robert D. (1989). Southeast Asian Parent Involvement: Can it be a Reality? *Elementary School Guidance and Counseling* 23(4), 289-296. 9 pages. **L000023**

Cultural values and backgrounds of Southeast Asian families are factors which often inhibit parental involvement. The author relates how values of privacy, family loyalty, and traditional deference to educational authorities inhibit the potential collaboration of Southeast Asian parents with schools. Other factors which affect Southeast Asian parents are described, including parent literacy levels, prearrival education levels, and traditional beliefs about parent involvement. Available from CHIME free of charge.

Multicultural Education Training and Advocacy, Inc. (1990). *A Handbook for Immigrant Parents: Protect the Educational Rights of Your Children.* San Francisco: Multicultural Education Training and Advocacy, Inc. 18 pages. **L000019**

Focusing on common problems that young newcomers encounter in U.S. public schools, this handbook describes federal laws that protect the educational rights of immigrant students. It describes a child's rights to attend school, to have help learning English, and to be free from INS harassment. A list of important addresses where parents can get additional advice, assistance, and referrals concerning educational issues is provided. This booklet is also available in Spanish (*Un Manual Para Padres y Madres Immigrantes: Proteja los Derechos de Educación Para sus Hijos y Hijas* **L000020**). Order from CHIME.

Nicolau, Siobhan and Carmen Lydia Ramos (1990). *Queridos Padres: En Los Estados Unidos La Escuela es Nuestra Tambien*. New York: Hispanic Policy Development Project, Inc. 26 pages. **L000015**

This pamphlet helps Latino parents support their children's education and development. It stresses that parents are their children's first teacher and discusses the basic skills parents should teach children. Parents are encouraged to establish relations with teachers, attend teacher/parent conferences and other functions, and participate in educational decision-making and governance. This pamphlet is also available in English (*You're a Parent...You're a Teacher Too. Join the Education Team* 26 pages. **L000016**). Order from Hispanic Policy Development Project, Inc.; 36 East 22nd St. 9th Floor; NY, NY 10000; (212) 529-9323.

Yao, Esther L. (1988). Working Effectively with Asian Immigrant Parents. *Phi Delta Kappan* 70(3), 223-225. 3 pages. **L000006**

Based on the premise that an educational programs' outreach and collaboration with parents results in positive educational benefits for the children, this article explores the challenges of reaching out to Asian parents. The author argues for the efficacy of such strategies as native language newsletters, involvement of parents on advisory committees, native language parent seminars, and hiring Asian parents as teacher's or administrative aides. Order from CHIME.

Assessment and Retention - Working Towards Equity

Valdez-Pierce, Lorraine and J. Michael O'Malley (1992). *Performance and Portfolio Assessment for Language Minority Students*. Washington DC: National Clearinghouse for Bilingual Education. 31 pages. **L000620**

To address the need for appropriate, reliable, and valid assessment instruments, this guide introduces two alternative modes of assessment: performance and portfolio. The authors provide detailed information about the purpose, development, and evaluation of each model. Because they are informal approaches that can be conducted within the natural context of the classroom, they provide a more accurate assessment than standardized tests. Order from CHIME.

Ascher, Carol (1990). Assessing Bilingual Students for Placement and Instruction. *ERIC Clearinghouse on Urban Education Digest* 65, 1-4. 4 pages. **L000451**

Currently, the language difficulties of bilingual students are often misdiagnosed as learning disabilities. This article argues that bilingualism is a thought process that should be taken into account when making placement decisions. Order from CHIME.

Cosden, Merith, Jules Zimmer, and Paul Tuss (1991). *The Impact of Age, Gender, and Ethnicity on Kindergarten Entry and Retention Decisions*. Paper presented at the American Educational Research Association Conference, 1991. 32 pages. **L000377**

This conference paper explores how age, ethnicity, and gender are related to the retention rates of kindergarten children. The authors review research findings which indicate that retention very often leads to school failure and high drop-out rates. Order from CHIME.

Meisels, Samuel J. (1989). High Stakes Testing In Kindergarten. *Educational Leadership* 46(7), 16-22. 7 pages. **L000630**

This article explores the concept of "readiness" and its relationship to kindergarten retention practices and extra year programs. More and more children are retained in kindergarten or denied access to kindergarten because of low scores on invalid, unreliable readiness tests. Teachers must view each child's development individually and look to alternative methods for ascertaining readiness. Order from CHIME.

Schulz, Tom (1990). Testing and Retention of Young Children. *The State Board Connection: Issues in Brief* 10(2). 1-8. 8 pages. **LOOO635**

Although some teachers believe that retaining students is an effective method of maintaining high academic standards, Tom Schulz presents compelling evidence against this common practice. Contrary to popular belief, retention raises drop-out rates, has little or no effect on student achievement, is not cost-effective, and is seen as a punishment by children. Order from National State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314.

Shepard, Lorrie A. and Mary Lee Smith (1988). Flunking Kindergarten: Escalating Curriculum Leaves Many Behind. *American Educator* 12(2), 24-38. 5 pages. **L000519**

This article summarizes the authors' research on kindergarten retention issues. Their findings suggest that kindergarten retention has a stigmatizing effect on students and does not improve later academic achievement. Shepard and Smith found that flexible schools-- where teachers and administrators adapted the curriculum and instructional practices to a wide range of individual differences-- generally retained few students. Order from CHIME.

Selected Readings from CHIME
Parent Education and Parent Training

MFE Partner Edition

This annotated bibliography was designed for Mobilization for Equity (MFE) partners and is divided into twosections. The first is devoted to parent education materials and will provide partners with parent-centered publications that treat subjects ranging from special education services to school restructuring and parent child relationships. Project staff and administrators are the main audience of the parent training materials that are featured in the latter section of the bibliography, and these materials present a survey of several contemporary parent involvement efforts that have proved to be effective and successful in diverse ethnic and socioeconmic communities.

Parent Education Materials

MFE Partner Publications

Advocates for Children of NY (1993). *Spanish Language Parent Information Pack on Educational Rights and Special Education*. 19 pages. **SP/EN #L000904**

This Parent Information Pack provides Spanish-speaking parents with a survey of the elements of New York educational policy that concern parent and student rights. Divided into two sub-groups, the pack is comprised of 1) a briefing of several Educational Rights in New York City and 2) selected information on Special Education provisions and proceedings. Because most of the information pack's materials have both English and Spanish translations and are in the form of one page leaflets, the information pack can be useful as parent training material or as easily accessible handouts in New York City schools and other public service offices.

Advocates for Children of New York, Inc. (1994) *What is Title I? Can it Help my Child?: A Parent's Guide to Title I of the Elementary and Secondary Education Act*. 38 Pages. **#L000877**

In clear, jargon-free language, *What is Title I? Can it Help my Child?* emphasizes that Title I guidelines require schools to involve parents in the planning and implementation of the programs that receive Title I funds. The publication discusses "meaningful involvement" which includes participation in decision-making and goal setting, as well as in evaluating existing programs and reforming failing ones. Each section is action-oriented with step-by-step advice explained in detail. Checklists following each section offer concrete guides for action and discussion.

RC 020808

ASPIRA Association (1993). *TOPS Bulletin/ Boletin de TOPS*. 10 pages. **EN/SP L000928**

Published by the ASPIRA Association for its Teachers, Organizations, and Parents (TOPS) Program, this bulletin presents a readable and interesting treatment of the ways in which parents can become more active participants in their child's school experience. A parent involvement survey which can be an effective communication starter in parent training sessions is included, and the bulletin will function well as a parent training material or as parent education handouts in schools and PTAs.

California Tommorow (1995). *The Schools We Need Now: Action and Information for Parents, Families, and Communities in School Restructuring*. 50 pages. **EN L000906; SP L000907**

The Schools We Need Now emphasizes the strong history of parental involvement in school reform and calls for a similar commitment among todays parents, community groups, and school personnel. The 50 page booklet begins with a brief statistical analysis of current equity failures affecting lower income students, language minority students, and students of color in California. The latter sections of the booklet focus on defining and expanding on the authors' understanding of school restructuring and present the examples of 5 "schools in progress" that exemplify successful school reform initiatives.

Center for Law and Education (1991). *Informaciòn para los Padres*. 8 Pamphlets. **SP, L000905; EN L000903**

Available in Spanish and English, these parent information pamphlets were designed to give parents readable and pertinent information about their rights and responsibilities in the public education system. The available pamphlets include the following titles:
1) Participaciòn de los Padres [*Parent Participation*]; 2) No al Castigo Corporal [*Corporal Punishment*]; 3)Suspensiòn y sus derechos [*Suspension and Due Process*]; 4)Los Padres se Organizan [*Parents Organizing*]; 5)Còmo hacer un Reclamo [*How to Appeal*]; 6)Padres y Prevenciòn de la Deserciòn [*Parents and Dropout Prevention*]; 7)Estudiantes con Limitaciones en Inglès [*Rights of Students with Limited English*]. The material discussed is relevant for parents in any state and was originally used in the Padres a la Escuela parent involvement project of the National Committee of Citizens in Education.

Center for Law and Education (1989). *The Middle School Years*. 96 pages. **L0000882**

The preteen years present parents with challenges that are often unforseen and unfamiliar, and this Center for Law and Education publication purposes to give parents the advantage

of knowing more about how 10 to 14 year olds develop and how parents can help their children to reach their full potential. Black and white photographs of preteen embellish this attractive and informative publication, and discussions include the following topics: Preparing Your Child for the 21st Century; 2) What Is a Middle School--And What is a Good Middle School Like; 3) Parent Involvement in Education; and 4) Policies that Reduce Middle School Effectiveness. The guide also provides a list of additional resources and descriptions of several promising programs in Middle Schools.

Coalition for Quality Education (1991). *Testing, Testing, Testing: Answers.* 31 pages. **L000934**

Testing, Testing Testing: Answers examines the history, practice, and the arguments for and against standardized testing. The brochure's purpose is to "provide parents and students with facts about testing and its implications" as well as to address concerns regarding the use of student's test scores. This Coalition for Quality Education publication also includes definitions of testing terms and explanations of different kinds of standardized tests.

The Education Law Center - PA. (1995) *Special Education in a Nutshell.* 19 pages. **L000864**

Special Education in a Nutshell is a resource for parents of children with special needs and is designed to answer some of the most often asked questions about the Pennsylvania special education system. Topics covered include: 1) Evaluation, 2) Developing a Program, 3) Placement, 4) Transportation, 5) School Discipline, 6) What to Do When the Program is Just Not Working, 7) Sample Evaluation Request, and 8) a Sample Pre-Hearing Conference Request. Also included is a listing of some of the state and regional parent organizations in Pennsylvania.

The Education Law Center - PA (1994). *The Rights to Special Education.* 8 Pamphlets. **L000854**

The Rights to Special Education pamphlet series is a readable and concise review of the legal provisions, procedures, and requirements for education placements for Pennsylvania students with unique needs and abilities. The 8 pamphlets in this series treat some of the issues that parents are likely to face when the consideration to pursue a specialized educational program first arises as well as those that may come up during their child's tenure in a special placement.

Multicultural Education, Advocacy, and Training (META) 1990. *A Handbook for Immigrant Parents: Protect the Educational Rights of Your Children*. 18 pages. **EN, L000019; SP L000920**

A Handbook for Immigrant Parents introduces immigrant parents to the problems that their children may encounter in schools, and the federal laws that protect their child's educational rights. The booklet affirms the school districts's legal responsibility to develop appropoiate programs for chldren who need English language help, and also provides a list of important addresses that can be contacted for additional advice, assistance, and referrals concerning the educational rights of immigrant students.

META and California Rural Legal Assistance Foundation. 1990. *The Rights of Limited English Proficient Students: A Handbook for Parents and Community Advocates*. 58 pages. **EN/SP L000576; Chinese L000913; Vietnamese L000912**

This META publication provides parents with critical information about the federal and California state law that protects their LEP children's access to a comprehensible and appropriate public education. The 58 page manual includes information on the mandates that require school districts to take affimative steps to meet the particular educational needs of LEP students, as well as information on evaluating school resources and advocating for quality resources and instruction.

NC Education and Law Project (1993). *Summary and Evaluation of Ability Grouping and Tracking*. 19 pages. **L000946**

Originally part of the Parent Education Series produced by the North Carolina Education and Law Project, these materials discuss how student self-esteem, teacher attitudes, and curriculum standards are compromised by sorting and labeling students according to their perceived "deficits" and "gifts." The materials present a well rounded analysis of the historical, legal, and psychological considerations that should inform debate about these educational practices, and the authors discuss the disproportionate representation of students of color and language minority students in lower level tracks and ability groupings.

Parent's Union for Public Schools (1993). *First Steps: A Handbook for Parents of Infants and Toddlers with Developmental Delays*. 30 pages. **L000897; SP L000898**

First Steps speaks specifically to the questions and concerns that parents of children with developmental delays are most likely to have. This 30 page resource will help parents to be more aware of their legal rights as a result of recent amendments to the Individuals with Disabilities Act and will assist them in their efforts to acquire early intervention services for their developmentally delayed infants or young children.

Parents Union for Pubic Schools (1995). *Parent Information Series: Definitions of Administrative Processes and Parent Rights in Spcial Education*. 24 pages (originnally in leaflet form). **L000909**

This Special Education Series offers definitions and expanded descriptions of the administrative organization and parental rights that are involved in determining special education placements for elementary and secondary school students. This series is arranged as a collection of one to four page leaflets, and its form and content make it appropriate for parent training as well as for parent information handouts in Pennsylvania schools and community organizations.

Student Advocacy Center (1988). *The Fourth "R" - Rights of Students; A Handbook for Michigan Public School Students and Families*. 20 pages.
L000884; Spanish L000888

The Fourth "R" provides basic answers to some of the questions students and parents are likely to ask about school responsibility and student rights. Available in both Spanish and English, this handy publication is arranged alphabetically and covers topics ranging from corporal punishment and discrimination to searches, seizures, and suspensions. Michigan residents will have the opportunity to become more familiar with state education policies as well as with several of Michigan's educational advocacy organizations that are listed in the booklets conclusion.

Other Parent Education materials available from CHIME

Boces Geneseo Migrant Center (1992). *This Page for Parents: Educational Clip Pages for Parents*. ERIC Digest, 1-36. **EN/SP L000782**

Arranged in the form of one page handouts on subjects that include encouraging children in math and science, family traditions, and helping with homework, this Boces Geneseo Migrant Center publication provides parents with several examples of how they can be both parents and teachers of their children. These materials are comprised of 14 Educational Clip pages, each of which is provided in both Spanish and English.

ERIC Clearinghouse on Reading and Communication Skills (1991). *FOCUS: Family Involvement*. EDINFO, 1-80. 86 pages. **L000870**

This publication aims to provide parents with the knowledge and confidence to create a learning environment in their homes. *FOCUS* is arranged as 2-3 page digests that discuss topics that are of interest and significance to both parents and students such as "Teaching Students to View TV Critically," and "Censorship in the School Library." The Digests can

function well as discussion materials in parent training workshops and as recommended readings for parents.

Minnesota Department of Education (1992). *Proyecto Para la Participacion de los Padres de los Estudiantes con Competencia Limitada del Ingles (LEP).* Little Canada: Minnesota Educational Services. 78 pages. **SP #L000592**

This Minnesota Department of education publication offers program staff and administrators a multifaceted collection of worksheets, discussion questions, and parent-centered activities aimed at helping Spanish speaking parents to use their life experiences as a resource in their efforts to be parent educators of their children. The book helps parents to define and maintain the values and traditions that are a significant part of their culture, and encourages them to explore the similarities and differences between their country of origin and the United States. Section headings include: 1)Como Ayudar a los Ninos a Tener Exito en la Escuela [*How to help your children to be successful in school*]; 2) La Disciplina [*Discipline*]; and 3) Comunicaciòn: Hablar y Escuchar [*Communication: To Speak and To Listen.*] Available from the Minnesota Educational Services, Capital View Center, 70 West Co. Road, B-2, Little Canada, MN 55117-1402. Telephone: (612) 483-4442.

New York City Board of Education (1993). *Deklarasyon Dwa Ak Devwa Fanmi Elev.* [Pamphlet] **Haitian Creole #L000931**

This pamphlet is the Haitian translation of the Bill of Parent's Rights and Responsibilities. It was adopted by the Board of Education in 1993 and delineates several ways in which parents are encouraged and expected to participate in their children's education.

Nicolau, Siobhan and Ramos, Carmen Lydia (1990) *Queridos Padres: En Los Estados Unidos La Escuela es Nuestra Tambien.* New York: Hispanic Policy Development Project. 26 pages. **Spanish #L000016; English #L000015**

This artful and entertaining booklet from the Hispanic Policy Development Project informs parents that the success of their children's educational careers depends in part on the degree to which parents themselves are informed about and involved in their children's schools. The authors maintain that the secret to school success in the US is teamwork - parents, students, and school acting "como un equipo." Parents are encouraged to facilitate their children's academic wellbeing in a variety of ways which include providing good nutricion, talking to their children during everyday tasks, taking their children to the library, and communicating with teachers and guidance counselors. Available from Hispanic Development Project, 1001 Connecticut Avenue NW, #538, Washington, DC 20036. Telephone #(202) 822-8414. *Cost - .25/copy. Bulk mailings only.

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